
Research on Evaluation of Bilingual Teaching in Colleges and Universities Based on the Theory of Multiple Intelligences

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Abstract

Purpose – This study aims to address the current shortfall in evaluating bilingual teaching in colleges and universities. It proposes the application of Multiple Intelligence Theory as a framework for a more holistic and effective evaluation system. The focus is on enhancing the quality and effectiveness of bilingual teaching by considering various aspects of intellectual development and learning outcomes.

Design/Methodology/Approach – The research adopts a theoretical analysis approach, drawing on existing literature on Multiple Intelligence Theory and its application in educational settings. It proposes an evaluative framework that encompasses multiple facets of teaching and learning, including curriculum design, teaching methods, student engagement, intellectual development, and outcome assessment.

Findings – The study suggests that an evaluation system grounded in Multiple Intelligence Theory can provide a more nuanced and comprehensive understanding of the effectiveness of bilingual teaching. Such a system can assess not only linguistic competence but also the development of diverse intellectual abilities in students, ensuring a more rounded educational experience.

Research Implications – Implementing a Multiple Intelligence-based evaluation system can significantly enhance the quality and sustainability of bilingual teaching in higher education. This approach encourages a more student-centered evaluation, focusing on individual learning styles and intellectual strengths. The findings can inform policymakers, educators, and administrators in developing more effective strategies for bilingual education, ultimately leading to improved teaching outcomes and better preparation of students for the globalized world.

Keywords: Multiple Intelligences Theory, Bilingual teaching, Evaluation system

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I. Introduction

As society continues to evolve and global interactions expand, particularly in the realms of foreign exchanges and trade activities, there is a steadily increasing demand for professionals who are not only adept in their respective fields but also possess a strong command of English. This trend is particularly pertinent as China, in its trajectory towards internationalization, becomes a magnet for a significant influx of overseas students annually. This shift accentuates the critical need for bilingual education in Chinese colleges and universities, making it an indispensable aspect of the higher education system.

In response to these global dynamics and in an effort to prepare students for the challenges and opportunities presented by an interconnected world, the Ministry of Education in China took a proactive stance. As early as 2001, the ministry promulgated the "Several Opinions on Strengthening Undergraduate Teaching in Colleges and Universities and Improving Teaching Quality." This groundbreaking policy encourages the integration of English into the teaching of both general education and specialized courses. It ambitiously suggests that such bilingual courses should account for 5%-10% of the entire curriculum, setting a clear and ambitious direction for the advancement of bilingual teaching in higher education. This policy not only reflects China's commitment to fostering a globally competent workforce but also underscores the country's recognition of the importance of bilingual proficiency in the modern world.

This initiative, therefore, represents a significant step towards aligning China's educational practices with global standards, ensuring that students are equipped with the necessary language skills and cross-cultural competencies to excel in an increasingly globalized job market. As such, the development and expansion of bilingual education programs in Chinese universities are not just a response to current educational trends, but a strategic move towards future-proofing the country's workforce.

II . Analysis of Problems in the Evaluation of Bilingual Teaching

1. The Concept of Bilingualism

In 2004, the Ministry of Education issued the "Evaluation Plan of Undergraduate Teaching Level in Ordinary Colleges and Universities (Trial)", which pointed out that bilingual teaching is when teaching in a foreign language and using foreign language textbooks for more than half of the class hours. After years of practice, many foreign-related universities and comprehensive universities have set up mature bilingual courses, which account for a high proportion. Some majors with a high degree of internationalization and science and technology, such as law, finance and biology, have a higher proportion of bilingual courses, and some professional bilingual courses account for half of the total courses (Ji and Ouyang, 2009).

2. Summary of Typical Problems

2.1 Relatively Little Research on Evaluation of Bilingual Teaching

At present, there is relatively little research on bilingual teaching evaluation in China. After inputting "bilingual teaching" as the key word in the database of China Academic Journal (online edition), more than 23,000 results are obtained, which shows that "bilingual teaching" is a topic of great concern. The main literature focuses on the common problems in bilingual teaching, teachers' training mode and related teaching mode. However, after the keyword "bilingual teaching"+"evaluation system" was accurately searched by topic, only 311 related records were obtained, and after the keyword "bilingual teaching"+"quality evaluation" was accurately searched by topic, only 84 related records were obtained, which shows that the research on the quality evaluation system of bilingual teaching is relatively small.

2.2 Smaller Sample for Survey Research

Because the evaluation of bilingual teaching in colleges and universities is mainly carried out in the form of questionnaire survey, the sample of the survey is often small, and it is often limited to a certain college or individual major, which easily leads to distortion of statistical results or has a limited trap, and it is impossible to analyze and popularize the survey results as general results (Yao, 2011). Because the survey results are difficult to share, there are also a lot of repeated surveys and idle survey results.

2.3 Lack of Clear Indicators and Methodologies

Some evaluation indicators and methods need to be further studied to make the evaluated people more acceptable. Because of the lack of evaluation index of bilingual teaching quality in colleges and universities, the general principle of teaching evaluation is not combined with the characteristics of bilingual teaching in actual evaluation (Ren, 2007).

3. The Need for Evaluation of Bilingual Teaching and Learning

3.1 Specifying the Goals of Bilingual Teaching Evaluation

Due to the unclear orientation and lack of formal training, teachers often tend to test students' foreign language proficiency when assessing bilingual teaching, which will lead to biased evaluation and neglect the systematic and in-depth evaluation of professional knowledge learning, making the evaluation appear the phenomenon of putting the cart before the horse. English in bilingual teaching is a means of learning, and the ultimate goal is to learn professional knowledge, English thinking ability and intercultural communication ability.

3.2 Clarifying the Subjects of Bilingual Teaching Evaluation

In bilingual teaching, we should adhere to the "people-oriented" teaching concept, highlight students' dominant position in teaching, guide students to actively participate in teaching evaluation, and make bilingual students in the dominant position in teaching evaluation.

3.3 Focus on Evaluation of the Bilingual Learning Process

In bilingual teaching, there is often a phenomenon that only the test results are paid attention to, and the test scores are used as the evaluation criteria, while the most important learning process is ignored. This assessment method is not conducive to talent training and will restrict the development of bilingual teaching. We should attach importance to the process of bilingual teaching itself, let students actively participate in the teaching process, add the content of process assessment, and evaluate bilingual teaching as a whole.

3.4 Encouragement of Independent Learning Outside Classroom Time

At present, classroom teaching accounts for the vast majority of teaching activities, and there is little extracurricular activity time, which makes it difficult for students to study independently in extracurricular time. Because there are few extracurricular activities in bilingual teaching, it is difficult for students to improve and develop their potential through extracurricular activities, which also makes extracurricular learning evaluation often become a mere formality. Therefore, schools should attach importance to extracurricular time outside the classroom of bilingual teaching, create a learning

atmosphere suitable for bilingual learning, and increase the construction of hardware facilities for bilingual learning.

Bilingual teaching evaluation is a systematic and long-term system that needs coordination, efforts and cooperation in many aspects, and its key factor lies in establishing a scientific evaluation system. The evaluation system can not only supervise teachers' teaching process and achievements, but also mobilize teachers' enthusiasm and flexibility, motivate teachers, and cultivate students' learning ability, thus playing the role of "teaching them to fish is better than teaching them to fish".

III. The Construction of Evaluation System of Bilingual Teaching in Colleges and Universities

1. Connotation of the Evaluation of Bilingual Teaching and Learning

Bilingual teaching evaluation refers to an objective evaluation method for students and teachers on the basis of established evaluation criteria (Wang, 2008). American bilingual educator John A Buggs believes that according to the purpose of bilingual education evaluation, bilingual education evaluation can be divided into two types: "formative evaluation" and "summative evaluation". Formative evaluation is to evaluate the ongoing bilingual teaching activities, put forward timely suggestions for the existing problems, make up for the shortcomings and problems, and improve the quality of bilingual teaching. Formative evaluation does not aim at distinguishing the advantages and disadvantages of bilingual education evaluation objects, but at promoting the development of bilingual education evaluation objects in an all-round way. Summative evaluation emphasizes the judgment of the implementation results of bilingual education after the bilingual education activities. Students' mid-term examinations, teachers' final examinations, and the appraisal of the implementation of bilingual education in schools all belong to the scope of summative evaluation (Buggs, 1975).

2. Principles of Bilingual Teaching Evaluation

2.1 Comprehensiveness

In order to achieve the purpose of teaching and learning, when constructing the evaluation system of bilingual teaching, students' foreign language and professional course level, bilingual course content, selection of bilingual teaching materials, teachers' foreign language level and training should be fully considered. The evaluation system should be a three-dimensional evaluation system with full participation of relevant parties. In this system, teachers and students need to participate, they are the most important subjects of evaluation, and experts and peers should also participate, and the participation of school or college teaching departments is also essential.

2.2 Systematicness

The evaluation of bilingual teaching should be systematic, including all aspects of bilingual teaching, such as the compilation of courses, which need to cover the specific content and teaching methods of bilingual teaching, the selection of teaching materials, the selection of relevant references, the design of teaching process, the assessment of students' learning process, homework and classroom discussion, and extracurricular counseling. The whole teaching process of bilingual teaching should be systematic, so the corresponding evaluation system should also be systematic.

2.3 Motivation

Bilingual teaching in China started late, and the degree of popularization is not high. Therefore, in order to promote the stable, rapid and healthy development of bilingual teaching and evaluation system, the ultimate goal should be to promote the development of teachers and students, pay attention to the highlights and innovations in the teaching process, give full affirmation and encouragement, actively promote the excellent bilingual teaching content and methods, organize bilingual teachers to communicate, and pay attention to creating a harmonious atmosphere between teachers and students in the process of "teaching and learning".

2.4 Subjectivity

Compared with the traditional "teaching and learning", bilingual teaching puts forward higher requirements, so the evaluation of bilingual teaching should not only include the evaluation of teachers and their courses, but also the evaluation of students and their learning effects, and students' dominant position cannot be ignored. At the same time, while evaluating teachers, we should also carry out the evaluation of teachers and the evaluation of self-improvement effect, and comprehensively implement the student-oriented indicators.

3. The Integration of Multiple Intelligence Theory and Bilingual Teaching Evaluation

3.1 The Connotation of Multiple Intelligence Theory

In 1983, a psychology professor at Harvard University, Gardner put forward Multiple Intelligence Theory in *The Structure of Intelligence*. He believes that intelligence is a set of abilities, and human intelligence consists of seven elements, namely, linguistic intelligence, mathematical logic intelligence, spatial intelligence, physical exercise intelligence, musical intelligence, interpersonal communication intelligence and self-cognitive intelligence. Language intelligence refers to the ability of listening, speaking, reading and writing a foreign language. Mathematical logic intelligence refers to the ability of operation and reasoning. Spatial intelligence refers to feeling, distinguishing, remembering and changing the spatial relationship of objects. Physical exercise intelligence refers to the ability to use the body, which can better control one's own body and make appropriate physical responses to events. Musical intelligence refers to the ability to feel, distinguish, remember, change and express music. Interpersonal communication intelligence refers to the ability to communicate, communicate, perceive and experience other people's emotions, emotions and intentions, and respond appropriately. Self-cognitive intelligence refers to the ability to cultivate self-awareness, self-discipline and self-cultivation on the basis of self-awareness and self-evaluation (Gardner, 1999).

3.2 Reference of Multiple Intelligences Theory to Teaching Evaluation

The theory of multiple intelligences has the characteristics of pluralism, culture, difference, practicality and development. This theory has a very important guiding role in teaching evaluation, which can guide the evaluation of bilingual teaching in colleges and universities through teaching, curriculum, learning, development and evaluation (Huang, 2014).

Evaluation Object	Evaluation content
Teaching Aspect	Teaching methods and means should be flexible and varied according to the teaching object and teaching content, and teach students in accordance with their aptitude.
	According to the different educational contents, students' intelligent structure, learning interests and learning methods, we choose a variety of teaching methods that can promote the all-round development of each student.
Curriculum Aspect	Grasp the different intellectual characteristics of different students, so that each student's intellectual strengths can be fully developed, and from then on, it can promote the progress of students' other intellectual weaknesses and the development of students' multiple intelligences.
	Using diversified teaching methods in teaching to improve the actual effect of classroom teaching.
	Curriculum reform must put the cultivation of students' practical ability and creative ability in the first place, and should ensure students' all-round development in the true sense.
	Courses in the field of non-academic intelligence should not be regarded as unimportant minor courses, and courses should ensure the effective development of students' multiple intelligences.
For students	While paying attention to cultivating students' all-round development, we should cultivate students' superior intellectual fields.
	Give students proper training, encouragement and guidance in teaching.
	Can create a variety of opportunities for students to show their intelligence.
	Give each student a variety of choices, so as to stimulate their potential and fully develop each student's personality.
Development Aspect	Improve students' ability to solve problems encountered in real life and explain various phenomena with what they have learned.
Evaluation Aspect	It is important for students to discover at least one specialty while receiving school education, which plays an important guiding role in developing vocational education and expanding students' employability.
	Cultivate and develop students' ability to understand, practice, apply and create.
	Teaching evaluation methods should be varied. To encourage teachers, the main body of teaching, to participate in teaching evaluation, we should evaluate students' actual ability from various angles and in all directions. Teachers' evaluation of students should be divided into modules, and students' strengths and weaknesses should be evaluated and analyzed by modules. Based on this, the implementation of bilingual teaching should be adjusted according to the analysis results, so as to promote the development and improvement of students' overall intelligence level.

IV. Conclusion

The theory of multiple intelligences focuses on the evaluation of teaching on the cultivation of students' intelligence, which is consistent with the purpose of bilingual teaching and can be used as a supplement to the existing evaluation of bilingual teaching in colleges and universities. The teaching evaluation of bilingual courses in colleges and universities is a systematic, long-term, complex and multi-party system. Colleges and universities need to cultivate comprehensive quality talents for the society with a perfect evaluation system as the guarantee and the common development of teachers and students as the goal.

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